



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

in the book, noting the theme, the structure, with its orderly sequence of introduction, discussion and conclusion, thus dissipating our time-honored conception that Emerson's sentences and paragraphs are repellent particles, each a gem in itself but lacking the form of dependent, interdependent, and coherent unity. Dr. Van Dyke has done this work of analysis so well that we wish he had added more essays to his list.

Teachers of English who think that Chaucer's poetry should be read in secondary schools will be pleased with Dr. Greenlaw's *Selections from Chaucer*. By steering a clear course between the whirlpools of philology and antiquarian research, he has produced a book which will interest young readers, as far as it is possible to interest them, in the literary features of the first great English writer. The selections comprise "The Prologue," "The Knight's Tale," "The Monk's Tale" (selections), "The Nun's Priest's Tale," "The Pardonner's Tale" (condensed), and "Selections from Chaucer's Lyrics." Our chief objection to the book lies in the small type used in the notes: seven point or minion type is too minute for even strong eyes. The criticism, however, does not apply to the text type or to the type used in the glossary.

H. E. COBLENTZ

SOUTH DIVISION HIGH SCHOOL
MILWAUKEE, WIS.

Linguistic Development and Education. By M. V. O'SHEA. New York:
Macmillan, 1907. Pp. xviii+346. \$1.25.

It would not be fair to this book to criticize it from the standpoint of the scientific student of language development only, nor would it be fair to criticize it from the standpoint of the practical teacher as a manual of procedure. From each of these standpoints the book would be unsatisfactory, both because of what it includes and what it omits, for each would criticize what the other approves. To educators, however, who are interested in the whole problem of language-learning, from the beginning of speech to the completion of the university courses in language, the book will be very welcome. While it presents nothing radically new in science or in pedagogy it brings together the facts and principles of physiology, psychology, child-study, and pedagogical principles that have a bearing upon every stage of language-learning, more effectively than any other book known to the writer.

The author is familiar with the chief researches upon language-learning in children and the experimental studies of reading processes that have been made, and being also familiar with the language development of individual children and with educational practice in both the elementary and secondary schools of this and other countries, he is able to connect, in an illuminating way, the scientific principles with the progress of the child in language in the home and school, and show the relation of one stage of progress to another. The fact that the author has had the subject in mind in connection with his reading, his observation of children in school and his study of his own children in the home for a number of years, gives the work a peculiar value. One feels that the author is not speaking from the theoretical point of view only, but in the light of close observation and practical experience. Of the three books that

Professor O'Shea has written, this will probably be of the most permanent value. It has more of the merits and fewer of the defects of the other books and treats of a definite subject with such completeness that it is not likely to be soon displaced by any other book.

Part 1 treats of the "Non-reflective Processes in Linguistic Development" and includes chapters on prelinguistic expression, early reaction upon conventional language, parts of speech in early linguistic activity, inflection and word order, and development of meaning for verbal symbols. Part 2 on "Reflective Processes in Linguistic Development" treats of acquisition of word ideas in reading, acquisition of graphic words, development of meaning for word ideas in reading, development of efficiency in oral expression, processes in graphic expression, development of efficiency in graphic composition, and acquisition of a foreign tongue. Each chapter is followed by a summary and at the close of the book is a very good bibliography and index.

It would be impossible without taking too much space to give a résumé and criticism of the author's views. In general it may be said that he recognizes that the learning of a language is to a large extent the formation of habits based on instinctive tendencies rather than the acquisition of truths to be remembered, and that he recognizes the numerous and complex processes involved in the use of language and the necessity, not only of learning the separate processes but of getting them effectually combined in actual use. The book is one that should be read by all teachers of language from the lowest grade to the university in order that they may realize that their work is to assist in a process of continuous development rather than to teach a limited group of truths or produce skill in a single process.

E. A. KIRKPATRICK

STATE NORMAL SCHOOL
FITCHBURG, MASS.

Selections from the Prose and Poetry of John Henry Newman. "Riverside Literature Series." Edited by MAURICE FRANCIS EGAN. Boston: Houghton, Mifflin & Co., 1907. Pp. 327. Paper \$0.30; cloth \$0.40.

All readers of Newman's delightful prose will be glad to have this well-edited volume of the cardinal's prose and poetry. We are so gratified to have the little volume, that we have not the heart to lay any adverse criticisms on the editor's work. Dr. Egan, both as a scholar and as a poet, has the faculty of producing some warmth as well as light in the book, and has made a volume acceptable both in regard to selections and to notes. It is well that the intending purchaser of this book should know, however, that the selections are made from Newman's writings after he was accepted as a convert to the Roman Catholic faith in 1845. These selections cover a wide range of topics: biographical, addresses, sermons, descriptive, argumentative, and expository prose, and poetry. The aim of the editor is definite. He lays stress on Newman's power as a writer, and on the technique by which he secured this power. Teachers of English, of whatever faith, may use the book with profit and pleasure.

H. E. COBLENTZ

Milwaukee, Wis.